

Indiana's Response to Intervention Academy



**Looking through a
culturally responsive lens.**

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Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

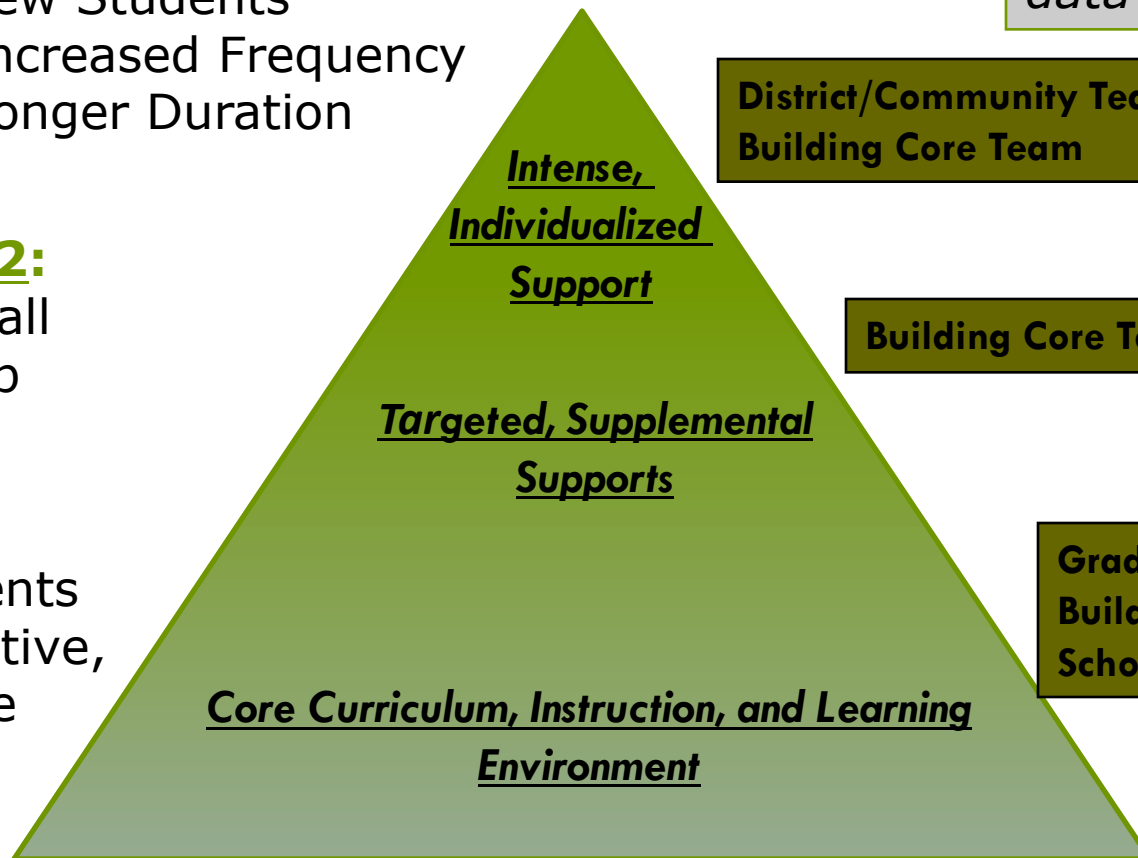
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



Leadership

- ❑ Who's at the table? Who is not?
- ❑ How do we include the voices of all stakeholders?
- ❑ Does the leadership reflect the community?

Evidence-based core curriculum, instruction, & interventions/extensions

- ❑ How do our practices in curriculum and instruction acknowledge students' differences as well as their similarities?
- ❑ How do we validate students' cultural identity?
- ❑ In what ways do we encourage students to think critically?

Assessment and progress monitoring system

- ❑ How do we assess students' achievement and ability validly?
- ❑ How do we assess our instruction, curriculum and interventions do be sure they are working for all students?

Data-based decision making

- ❑ Do we disaggregate all our data?
- ❑ Do we analyze our data with cultural lenses?
- ❑ Have we dug into the data?
- ❑ Whose hypothesis do we bring to the table when we make decisions based on our data?

Cultural responsiveness

- ❑ Do we recognize that cultural responsiveness is a developmental process?
- ❑ How do we assure that cultural responsiveness is an ongoing part of our professional development?
- ❑ How does our own culture influence the way we teach?
- ❑ In what ways do we provide opportunities for reflective practice?

Family, community & school partnerships

- ❑ What are our expectations for partnering with families and the community?
- ❑ How did we arrive at these expectations?
- ❑ What do we know about our families, their community, and the community in which our school is located?
- ❑ In what ways do we differentiate our communication?

Examples of cultural responsiveness in practice:

□ Leadership -

- Diverse voices are brought to the table through diverse means:
 - focus groups
 - surveys
 - phone calls
 - meetings held in different locations and at different times.

How else can we assure cultural responsiveness in leadership?

Evidence-based core curriculum, instruction, & interventions/extensions

- ❑ Collaborative groupings are utilized in various ways
- ❑ Textbooks and activities are culturally supportive of students
- ❑ Respect for diversity is actively taught
- ❑ Students learn to set their own goals

In what other ways can we ensure cultural responsiveness in this area?

Assessment and progress monitoring system

- ▣ Students monitor their own progress
- ▣ Assessment tools are varied

What do we need to know to assure assessment and progress monitoring are culturally responsive?

Data-based decision making

- ▣ Data is in an accessible form, disaggregated, accurate and current
- ▣ Data is a tool that is used to tell a story about our students, our practices and how we can achieve success

How will we know if the hypothesis we develop concerning our data are culturally responsive?

Cultural responsiveness

- ▣ Teachers and administrators recognize their own cultural lenses
- ▣ Teachers and administrators know their students as individuals, as members of a family, and as part of a larger cultural group

In what ways can we consistently develop as culturally responsive educators?

Family, community & school partnerships

- ▣ Schools create pathways for ongoing two way communication
- ▣ Families and the community are involved in informing discussions before decisions are made

How do we incorporate our families and communities in meaningful ways?

Indiana's Vision of RTI

- In order to ensure success for all our students each of the core areas of RTI incorporate a culturally responsive lens as an active and ongoing component for all aspects of teaching and learning.

Three quotes to take home

- If our examination and understanding of the root causes of social inequality are too shallow, then our approach to corrective action will necessarily be superficial and ineffective.
 - Christine Sleeter

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- Culturally responsive teachers not only know their students well, they use what they know about their students to give them access to learning.

- Villegas & Lucas

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- I've come to believe there are only two things you need in any new teaching situation to succeed—humility and inquiry.

- Lisa Delpit